CARES, CRRSA and ARP Performance Report

Coronavirus Aid, Relief, and Economic Security Act (CARES), Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), and American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund

Welcome to the Performance Report under the CARES, CRRSA and APR Elementary and Secondary Education Emergency Relief (ESSER). The **ESSER Performance Report found at: https://www.4pcamaine.org/.** The username and password for CRF 2, ESSERF, ARP and the FGRS will grant access to the Performance Report. The Performance Report is due **January 21, 2022**. In this performance report, there are specific questions related to each federal emergency relief package (I.e. CARES, CRRSA, and ARP) in addition to questions related to all relief packages (I.e. ESSER). Please note that when the question related to all relief packages arises the question will reference ESSER.

All expenditures reported should reflect the following performance period: **October 1, 2020 to September 30, 2021** which should coincide with the Federal Grant Reimbursement System and the district's financial system reports.

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Legal Name of Applicant:	Applicant's Mailing Address:
SAU Contact for the Education Stabilization Fund (CFDA No. 84.245D and 84.245U) Name: Position: Office: Contact's Mailing Address: Zip Code Plus 4: Telephone: Fax: E-mail address: DUNS #:	

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. EDGAR Sec. 200.415

Superintendent (Printed Name):	**Telephone:**
Signature of Superintendent: **Certified by Electronic Signature**	**Date:**

1. How did the district identify which students were most impacted by the COVID-19 pandemic? (*check all that apply*)
   - ❑ Student demographic data, such as:
     - o race or ethnicity,
     - o Free/Reduced lunch eligibility, or
     - o English learner status
   - ❑ Student outcome
   - ❑ Health data, such as:
     - o local COVID-19 infection rates or
     - o hospitalizations due to COVID-19
   - ❑ Conversations with the district community (stakeholder input)
     - o Ongoing consultation
     - o Expanded consultation
     - o Surveys
   - ❑ Other, please specify: _____

2. Provide the URL of the publicly available *Plan for Safe Return to In-Person Instruction and Continuity of Services*:

3. Has the *Plan for Safe Return to In-Person Instruction and Continuity of Services* been reviewed and revised, if applicable, in the last six months?

	Yes	No
Reviewed in the last six months		
Revised in the last six months		

4. Provide the URL of the publicly available Use of Funds Plan:

1. Did the district use ESSER funding to provide dedicated learning devices (I.e. Laptops, iPads, Chromebooks, etc) to **any** students?
    - ❑ No
    - ❑ Yes, with CARES funding
    - ❑ Yes, with CRRSA funding
    - ❑ Yes, with ARP funding

2. Among the students enrolled on **October 1, 2020**, how many students had a district-provided dedicated learning device funded by the above ESSER funds?

    Student enrollment on September 30, 2020: _____
    Students with a dedicated learning device: _____

3. How many students by student group had a district-provided dedicated learning device funded by the above ESSER and Governor's Emergency Education Relief (GEER) funds:

By Race/Ethnicity:	Student Count
American Indian or Alaskan Native, not Hispanic	
Asian, not Hispanic	
Black or African American, not Hispanic	
Hispanic, of any race	
Native Hawaiian or Pacific Islander, not Hispanic	
Two or more races, not Hispanic	
White, not Hispanic	

By Student Group:	Student Count
Children and youth in foster care	
Children with disabilities	
English learners	
Migratory students	
Students experiencing homelessness	
Students from low-income families	

4. Did the district use ESSER funding for student and/or educator **connectivity**?
    - ❑ No
    - ❑ Yes, CARES funding for
      - o Students
      - o Educators
    - ❑ Yes, CRRSA funding for
      - o Students
      - o Educators

❏ Yes, ARP funding for
    o Students
    o Educators

5. Did the district use ESSER funding to **provide home Internet access** for any students and/or educators?
    ❏ No
    ❏ Yes, CARES funding for
        o Students
        o Educators
    ❏ Yes, CRRSA funding for
        o Students
        o Educators
    ❏ Yes, ARP funding for
        o Students
        o Educators

6. Check the types of **home Internet services** that were provided by the district using ESSER funds:
    ❏ CARES funding
        o Mobile hotspots with paid data plans
        o Internet connected devices with paid data plans
        o Cost of home Internet subscription
        o Home Internet access through a district-managed wireless network

    ❏ CRRSA funding
        o Mobile hotspots with paid data plans
        o Internet connected devices with paid data plans
        o Cost of home Internet subscription
        o Home Internet access through a district-managed wireless network

    ❏ ARP funding
        o Mobile hotspots with paid data plans
        o Internet connected devices with paid data plans
        o Cost of home Internet subscription
        o Home Internet access through a district-managed wireless network

Please Note: "Elementary" is defined as "a school classified as elementary by state and local practice and composed of any span of grades not above grade 8" and "Secondary" is defined as "a school comprising any span of grades beginning with the next grade following an elementary or middle school (usually 7, 8, or 9) and ending with or below grade 12. Both junior high schools and senior high schools are included."

7. Did the district use ESSER funds to **develop, initiate and/or implement** remote learning for <u>elementary schools</u>?
   - ❑ Yes
   - ❑ No

8. Did the district use ESSER funds to **develop, initiate and/or implement** remote learning for <u>secondary schools</u>?
   - ❑ Yes
   - ❑ No

9. Please check all methods used to document **student participation and engagement** during remote learning:

Please only mark yes if the method was used for 50% or more of the students within the school level in the district.

Elementary Level	Secondary Level
❑ Submission of assignments ❑ Participation in assessments ❑ Tracking student logins to online learning platforms ❑ Individual coaching or check ins ❑ Email, text or other electronic communication ❑ Help/hot lines for remote learning ❑ Home visits ❑ Synchronous online classes ❑ Other (please specify): _____	❑ Submission of assignments ❑ Participation in assessments ❑ Tracking student logins to online learning platforms ❑ Individual coaching or check ins ❑ Email, text or other electronic communication ❑ Help/hot lines for remote learning ❑ Home visits ❑ Synchronous online classes ❑ Other (please specify): _____

10. How did the district seek to reengage students with poor attendance or participation?

11. Did the SAU use ESSER funding to support **remote instruction** through**:**
    - ❑ Staff training for remote instruction
    - ❑ Early warning system to track student progression

- ❑ Staff upskilling in data literacy/science/analysis
- ❑ Other (please specify) _____

12. Did the SAU use ESSER funding to support **district infrastructure** through**:**
- ❑ Data infrastructure development
- ❑ Data Security/Cybersecurity
- ❑ Data Storage
- ❑ Statistical programs or analytics software
- ❑ Enterprise Data Warehouse
- ❑ Data dashboards or other activities to improve public transparency
- ❑ Other (please specify) _____

13. Did the district use ESSER funds to support **learning recovery or acceleration** for student groups who were disproportionately impacted by the COVID-19 pandemic?

*Please Note, if the district provided an activity or support to <u>all students</u> and additional or supplemental services/activities targeted to student groups, **please answer yes to the activity "for all students" and select the student group for whom additional support/access was provided.***

Learning recovery or acceleration through:

By Race / Ethnicity:	For all students	American Indian or Alaskan Native, not Hispanic	Asian, not Hispanic	Black or African American, not Hispanic	Hispanic, of any race	Native Hawaiian or Pacific Islander, not Hispanic	Two or more races, not Hispanic	White, not Hispanic
Accelerated learning								
Afterschool programming								
Bridge Programs								
Class-size reduction								
Credit recovery								
Enrichment programs								
Extended instructional time								
High impact tutoring								
In-person instruction								
Summer school								
Other (please specify)								

If you checked other in any category, please specify:

13. Did the district use ESSER funds to support **learning recovery or acceleration** for student groups who were disproportionately impacted by the COVID-19 pandemic?

*Please Note, if the district provided an activity or support to <u>all students</u> and additional or supplemental services/activities targeted to student groups, **please answer yes to the activity "for all students" and select the student group for whom additional support/access was provided.***

Learning recovery or acceleration through:

By Student Group:	For all students	Children and youth in foster care	Children with disabilities	English learners	Migratory students	Students experiencing homelessness	Students from low-income families
Accelerated learning							
Afterschool programming							
Bridge Programs							
Class-size reduction							
Credit recovery							
Enrichment programs							
Extended instructional time							
High impact tutoring							
In-person instruction							
Summer school							
Other (please specify)							

If you checked other in any category, please specify:

14. Did the district use ESSER funds to support **social and emotional learning** for student groups who were disproportionately impacted by the COVID-19 pandemic?

*Please Note, if the district provided an activity or support to <u>all students</u> and additional or supplemental services/activities targeted to student groups, **please answer yes to the activity "for all students" and select the student group for whom additional support/access was provided.***

Social and emotional learning through:

By Race / Ethnicity:	For all students	American Indian or Alaskan Native, not Hispanic	Asian, not Hispanic	Black or African American, not Hispanic	Hispanic, of any race	Native Hawaiian or Pacific Islander, not Hispanic	Two or more races, not Hispanic	White, not Hispanic
Family Resources								
Mental health services								
Social and emotional learning curriculum								
Social and emotional support								
Other (please specify)								

If you checked other in any category, please specify:

By Student Group:	For all students	Children and youth in foster care	Children with disabilities	English learners	Migratory students	Students experiencing homelessness	Students from low-income families
Family Resources							
Mental health services							
Social and emotional							

learning curriculum							
Social and emotional support							
Other (please specify)							

If you checked other in any category, please specify:

Please note: "A Full-Service Community School (FSCS) program provides support for the planning, implementation, and operation of full-service community schools that improve the coordination, integration, accessibility, and effectiveness of services for children and families, particularly for children attending high-poverty schools, including high-poverty rural schools."

15. Did the SAU use ESSER funding to support a **full-service community school?**
     a. No
     b. Yes, *please respond to the questions below*
             i. How many full-service community schools are in operation in the district? _____

             ii. What is the total student enrollment in full-service community schools within the district? _____

1. Did the district use ESSER funds to:

Expenditures:	Yes	No
a) to provide vaccinations to educators, other staff, and students, if eligible		
b) to support universal and correct wearing of masks		
c) related to physical distancing (e.g., including use of cohorts/podding)		
d) to promote handwashing and respiratory etiquette		
e) to support cleaning and maintenance of healthy facilities, including improving ventilation or HVAC systems		
f) to support contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments		
g) to provide diagnostic and screening testing		
h) Other (please specify)		

If you checked other, yes - please specify:

Please note:
- **Full-Time Equivalent (FTE)** is the amount of time per week spent on an activity divided by the amount of time per week normally considered as full-time for that activity. **FTE should be expressed as a decimal to the nearest tenth.**
- The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.

To calculate the number of FTE staff members in each category, determine the number of hours that each staff member in that category works in a week. Add these numbers together and divide the total by the number of hours that represents "full time" to get the FTE number for that staff category.

Example:	35-hour week = FTE 7 educational technicians each work 10 hours per week total number of hours worked is 7 ed techs X 10 hours = 70 hours 70 hours / 35 hours = 2.0 FTE for educational technicians

1. Provide the number of **full-time equivalent (FTE) positions** for the district of the listed reporting dates.

FTE as of September 30,	2018	2019	2020	2021
Administrators (Non-clerical)				
Teachers				
Educational Technicians I				
Educational Technicians II				
Educational Technicians III				
Staff providing support services (Non-clerical)				
Staff providing support services (Clerical)				
Other (please specify)				

If you checked other, yes - please specify:

2. Provide the number of **full-time equivalent (FTE) positions** for the district of the listed reporting dates.

FTE as of September 30,	2018	2019	2020	2021
Attendance officers				
Bilingual educators				
English as a Second Language educators				
Nurses				

School counselors				
School psychologists				
Short term contractor				
Social workers				
Special educators, related service personnel and paraprofessionals				

3. Did the district **intend to hire and were able to hire** any of the following positions using ESSER funding?

Please report both part-time and full-time staff numbers as individuals or position counts. ***This is not an FTE count.***

Position	CARES		CRRSA		ARP	
	Intended #	Hired #	Intended #	Hired #	Intended #	Hired #
Administrators (Non-clerical)						
Attendance officers						
Bilingual educators						
Classroom educators not covered by other categories						
Educational Technicians I						
Educational Technicians II						
Educational Technicians III						
English as a Second Language educators						
Nurses						
School counselors						
School psychologists						
Short term contractor						
Social workers						
Special educators, related service personnel and paraprofessionals						
Staff providing support services (Non-clerical)						
Staff providing support services (Clerical)						

4. Did the district **retain** any of the following positions using ESSER funding?

Please report both part-time and full-time staff numbers as individuals or position counts. This is not an FTE count.

	CARES	CRRSA	ARP
Administrators (Non-clerical)			
Attendance officers			
Bilingual educators			
Classroom educators not covered by other categories			
Educational Technicians I			
Educational Technicians II			
Educational Technicians III			
English as a Second Language educators			
Nurses			
School counselors			
School psychologists			
Short term contractor			
Social workers			
Special educators, related service personnel and paraprofessionals			
Staff providing support services (Non-clerical)			
Staff providing support services (Clerical)			

Part Va: CARES Expenditures
Report all project expenditures for the period of performance of **October 1, 2020 to September 30, 2021.**

This section is used to request a continuance of previously approved projects with the remaining funds. Existing projects are listed below with the remaining funds by category calculated from the original approved budget minus the expenditures listed.

Each category from the CARES application will be imported into the yellow and teal sections below of the Performance Report. The invoiced expenditures and activities conducted are the two sections that will need information from the SAU.

	1000-2000 Salaries & Benefits	3000-5000 Purchased Services	6000 Supplies	7300 Equipment	8000 Other	Total Amount
Category Budget						
Category Invoiced Expenditures						
Remaining Balance as of October 1, 2021	Calculated automatically based on the category budget (imported from the application) – category invoiced expenditures (information inputted above)					
Category Activities Description						
Category Activities Conducted						

Part VB: CRRSA Expenditures
Report all project expenditures for the period of performance of **October 1, 2020 to September 30, 2021.**

This section is used to request a continuance of previously approved projects with the remaining funds. Existing projects are listed below with the remaining funds by category calculated from the original approved budget minus the expenditures listed.

Each category from the CRRSA application will be imported into the yellow and teal sections below of the Performance Report. The invoiced expenditures and activities conducted are the two sections that will need information from the SAU.

	1000-2000 Salaries & Benefits	3000-5000 Purchased Services	6000 Supplies	7300 Equipment	8000 Other	Total Amount
Category Budget						
Category Invoiced Expenditures						

Remaining Balance as of October 1, 2021	Calculated automatically based on the category budget (imported from the application) – category invoiced expenditures (information inputted above)
Category Activities Description	
Category Activities Conducted	

Part Vc: ARP Expenditures

Report all project expenditures for the period of performance of **October 1, 2020 to September 30, 2021.**

This section is used to request a continuance of previously approved projects with the remaining funds. Existing projects are listed below with the remaining funds by category calculated from the original approved budget minus the expenditures listed.

Each project from the ARP application will be imported into the Performance Report. The question "Please describe activities, assessments and services provided before October 1, 2021" and the "Project Invoiced Expenditures" will need information from the SAU.

1. The SAU will utilize the following evidence-based interventions to address the loss of instructional time:
2. Describe the following for the intervention selected:
3. Provide a brief project description including details and timeline:
4. Describe the formative assessment plan to evaluate student progress and impact for the intervention selected:
5. List products and/or services to be procured and estimated cost as a result of this project:
6. Please describe activities, assessments and services provided before October 1, 2021

	Salaries & Benefits	Purchased Services	Supplies	Equipment	Total Amount
Project Budget					
Project Invoiced Expenditures					
Remaining Balance as of October 1, 2021					

Part VI: Maintenance of Equity (MOEquity)

Maintenance of Equity (MOEquity) is a new fiscal rule that applies to local educational agencies (LEAs) that received Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP). MOEquity limits state and local funding cuts ("fiscal equity") and staffing cuts ("staffing equity") to an LEA's lowest-income quartile of schools in fiscal year (FY) 2022 (school year 2021-2022) and FY 2023 (school year 2022-2023).

1. In the table below, list each school within the school administrative unit (SAU), the grade span served by that school and the October 1, 2021 school enrollment and low income student numbers.

ALL SAU SCHOOLS	1 Grade Span Low High	2 School Enrollment	3 School Level # of Low Income Students	4 School Level Poverty % [Col 3 ÷ Col 2]
TOTALS				

2. Please check the measures used to determine poverty rates (the percentage of economically disadvantaged students). If a composite of measures was used, please select all that apply:
   - ❑ The number of children aged 5 through 7 in poverty as identified by the U.S. Census Bureau
   - ❑ The number of children eligible for free and reduced priced lunches
   - ❑ The number of children in families receiving assistance under the Temporary Assistance for Needy Families (TANF) program
   - ❑ The number of children eligible to received medical assistance under the Medicaid program
   - ❑ The number of children in families receiving assistance under the Supplemental Nutrition Assistance Program (SNAP)

It is important to note that LEAs must keep evidence of the measures used to calculate poverty rates and must use the same poverty measures for all schools and throughout the period of allowability.

3. Identify if the SAU has any of the automatic exceptions below:
   - ❑ Total enrollment of less than 1,000 students
   - ❑ Operates a single school
   - ❑ Has only one school per grade span.

Please note: SAUs that meet any of the above criteria are automatically excepted from MOEquity requirements. Such SAUs are not required to calculate fiscal equity or staffing equity, nor must they submit documentation to the U.S. Department of Education (USDE) or the Maine

USDE advises, however, that automatically excepted SAUs maintain documentation supporting their exception in case it is requested during an audit or monitoring review.

4. The SAU has requested a Maintenance of Equity Requirement Waiver from the U.S. Department of Education and demonstrated the following exceptional or uncontrollable circumstance:
   ❑ unpredictable changes in student enrollment,
   ❑ a precipitous decline in the financial resources of the LEA,
   ❑ one-time exemption for increased FY 2022 (school year 2021-22) budget, or
   ❑ certify that the LEA is not experiencing overall budget reductions for FY 2022.

Please note: Before requesting a waiver, the SAU should calculate MOEquity to determine if it is unable to maintain Fiscal and Staffing equity. If requesting a waiver for this year: *Appendix B - LEA Certification of Exception from Local Maintenance of Equity Requirements*, available in the FAQ, will need to be completed; and sent to the USDE (Maine.oese@ed.gov). Please cc the Maine Department of Education at shelly.chassejohndro@maine.gov and monique.sullivan@maine.gov on all exemption requests.

5. The SAU will need to identify _____ [*this number is calculated based on the information inputted in question #1*]_____ schools as high-poverty schools, which are the SAU's poorest quartile of schools.

Please note: MOEquity limits cuts in schools identified as high-poverty schools. Under the MOEquity law, high-poverty schools are an SAU's poorest 25% of schools, which can be calculated on a districtwide or grade-span basis. There is no specific poverty rate that qualifies a school as a "high-poverty" school. Instead, identification as a high-poverty school for MOEquity purposes depends on a school's relative poverty compared to other schools in the SAU.

6. To calculate MOEquity, the SAU will be ranking by:
   ❑ Districtwide
   ❑ Grade Span

Please note: It is important to note that schools identified as high-poverty schools for MOEquity purposes are not necessarily the same as the schools eligible for, or participating in, Title I. Although MOEquity and Title I use the same measures to calculate the poverty levels of schools, and both involve a process of ranking schools by poverty, they are not the same. It is possible a school that does not receive Title I funds could be identified as a high-poverty school for MOEquity purposes or vice versa (that is, a school that receives Title I funds might not be identified as a high-poverty school for MOEquity purposes).

7. By checking the box below, the Superintendent and Applicant Coordinator certifies that the SAU will maintain fiscal and staffing equity through September 30, 2024.
   ❑ Certifying that Maintenance of Equity will be maintained